

An Evaluation of Leisure Involvement and Social Connectedness from the Perspective of Undergraduate Students*

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Abstract

Recent studies on social connectedness have emphasized that the sense of belonging is perceived as a basic need and might lead to psychological and physical health problems if not satisfied. It is further stressed that leisure activities might increase the sense of belonging, foster social wellbeing, and create an infrastructure for healthy generations. In this sense, this study examined the leisure involvement and social connectedness levels of undergraduate students in relation to gender, age, grade, perceived social wellbeing, difficulty with leisure assessment, and adequacy of weekly leisure. The population of the study comprises students of Necmettin Erbakan University and Karamanoğlu Mehmetbey University, while the sample group consists of 263 participants. T-test and ANOVA were conducted in data analysis. According to the results of the research, while there was a significant relationship between social addiction and leisure involvement in perceived social welfare and weekly leisure time variables, no significant relationship was found between gender variable and social addiction and leisure involvement. It was concluded that leisure involvement has an effective role on social commitment and evaluating leisure activities with typical leisure activities can positively affect social connectedness.

Keywords: Leisure, Connectedness, Undergraduate Students, Belonging, Public Health

Serbest Zaman İlgilenim ile Sosyal Bağlılığın Üniversite Öğrencileri Açısından Değerlendirilmesi

Öz

Son yıllarda sosyal bağlılık üzerine yapılan araştırmalar aidiyet duygusunun temel bir ihtiyaç olarak algılandığını, bu ihtiyacın karşılanamaması durumunda gerek psikolojik gerekse fiziksel sağlık sorunlarına yol açabileceğini vurgulamaktadır. Serbest zaman faaliyetlerinin ise aidiyet duygusunu arttırabileceği, toplumsal iyi oluşa katkı sağlayarak sağlıklı nesiller için bir alt yapı oluşturabileceği vurgulanmaktadır. Bu noktadan hareketle oluşturulan bu araştırmanın amacı, üniversite öğrencilerinin serbest zaman ilgilenim ve sosyal bağlılık düzeylerini cinsiyet, yaş, sınıf, algılanan toplumsal refah düzeyi, boş zaman değerlendirmede çekilen güçlük ve haftalık boş zaman süresinin yeterliliği açısından incelemektir. Araştırmanın evrenini Necmettin Erbakan Üniversitesi ve Karamanoğlu Mehmetbey Üniversitesi öğrencileri oluşturmakta iken örneklem grubu 263 gönüllüden oluşmaktadır. Veri analizi kısmında “t-testi” ve “ANOVA” analizleri kullanılmıştır. Araştırma sonucuna göre; algılanan toplumsal refah ve haftalık serbest zaman süresi değişkenlerinde sosyal bağımlılık ve serbest zaman ilgilenimi arasında anlamlı bir ilişki bulunurken, cinsiyet değişkeni ile sosyal bağımlılık ve serbest zaman ilgilenimi arasında anlamlı bir ilişki bulunamamıştır. Serbest zaman ilgileniminin sosyal bağlılık üzerinde etkili bir role sahip olduğu, serbest zaman ilgilenim faaliyetlerinin tipik serbest zaman faaliyetleriyle değerlendirilmesinin sosyal bağlılığı pozitif yönde etkileyebileceği sonucuna ulaşılmıştır.

Anahtar kelimeler: Serbest Zaman, Bağlılık, Üniversite Öğrencileri, Aidiyet, Toplumsal Sağlık

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INTRODUCTION

It is well established that individuals' leisure has increased globally because of the numerous conveniences that developing technology has provided (Aksu et al., 2021; Bayram & Kavlak, 2021; Demirel & Harmandar, 2009; Roberts, 2018; Samuel, 1996; Serdar et al., 2022). Individuals are also known to be involved in different activities for physical and psychological purposes to assess their leisure more efficiently (Er et al., 2021; Gürbüz., 2018; Kavlak et al., 2020; Kaya et al., 2021; Litwiller et al., 2022; Nagata et al., 2021; Reyes Uribe, 2018; Schryer et al., 2016). The increase in leisure due to decreasing office hours and the changes in many areas have contributed to the adaption of individuals, facilitated their daily lives, and prolonged their life spans and happiness with life by allocating more time to themselves (Koçak, 2017). Therefore, conscious societies and their constituent individuals embark on different quests to assess leisure effectively. These quests have featured the concept of leisure involvement (Gürbüz et al., 2018; Kouthouris, 2009).

Dimanche and Samdahl (1994) define leisure involvement as the “*unobservable state of motivation, arousal or interest toward a recreational activity or associated product, evoked by a particular stimulus or situation, and which has drive properties*” (p. 246). As such, leisure involvement is generally considered a multidimensional construct. However, several studies referred to it as a structure associated positively with activity, duration, intensity, and frequency of involvement (Havitz et al., 2013). Kyle et al., (2007) stated that involvement has a psychological and behavioral structure. They further declared that the cognitive attitudes of individuals toward leisure should be associated with individual activities and the behavioral dimension with such concepts as leisure time and duration. In contrast, leisure researchers have often used consumer behavior literature to express the concept of involvement. For instance, Havitz and Dimanche (1999) maintained that the level of leisure involvement is positively related to the type of activity, product knowledge, and intensity and duration of involvement. In addition, the behavior that individuals might display within the scope of their perceptions and emotional states related to the service performance following service reception (Yücenur et al., 2011) indicates that they will continue to receive service from a business or end their relation (Lin & Hsieh, 2007). In other words, intellectual work, such as evaluating whether individuals will be involved again in the same activity, is one of the guiding factors for selecting the next one (Altunışık et al., 2002). Satisfaction is among these factors and expresses the emotional mind state after being involved in an activity. It is affected by an individual's desire, tendency, and mood and thus can play a central role in the repetition and recommendation of behaviors. (Arslan & Altay, 2009).

It has become possible only after many years for human beings to reach a state where they can be self-sufficient and sustain their lives. Activities such as self-feeding, walking, and self-protection have taken place over a long period compared to other beings. For this reason, human beings need the help and support of other people, that is, their existence for a long time (Aksu et al., 2022; Gültekin & Arıcıoğlu, 2017). Maslow (1943) views belonging, being loved, and esteem as a step to self-actualization. People might support each other or make each other's lives difficult. Individuals who have to defend themselves against nature and other people are obliged to establish intimacy and unite with others. Over time, this obligation of togetherness

generates the need to establish relationships and belongingness. The need for togetherness reveals the concept of social connectedness (Gültekin & Arıcıoğlu, 2017). Social connectedness reflects an inner sense of belongingness and refers to the subjective awareness of how intimate individuals feel in their relationships with their social environment (Lee & Robbins, 1998). Moore (2006) defines social connectedness as the experience of being in contact and relationship with others, the ability to transform social experiences, relational networks, and peer and family relationships into meaningful relationships that give individuals a sense of belongingness in their social lives. According to Karaboğa (2018), digitalization and developing communication technologies have transformed individuals and societies by influencing their communication, social relations, socialization fields, and lifestyles. Technological adversities have placed face-to-face socialization in a secondary position (Olçay, 2018). Social media and platforms have caused people to adopt them as a means of entertainment and a distraction (Karaş, 2019).

Considering all these, this study aimed to determine whether leisure involvement and social connectedness differ significantly by gender, age, grade, perceived social wellbeing, difficulty with leisure assessment, and adequacy of weekly leisure. It further aimed to reveal whether leisure involvement and social connectedness were related.

METHODS

Research Model

This study examined the relationship between undergraduate students' levels of leisure involvement and social connectedness in relation to gender, age, grade, perceived social wellbeing, difficulty with leisure assessment, and adequacy of weekly leisure. For this reason, the study adopted a relational screening model, one of the quantitative research designs.

Population and sample

A random (probability) sampling method was used to determine the sampling. Özen and Gül (2007) state that the use of probability sampling techniques increases the representative power of the sample. A random (non-probability) sampling method was accordingly employed. A random (probability) involves taking sample items that can be easily accessed by the research (Özen & Gül, 2007).

Research Publication Ethics

The participant form, Social Connectedness Scale (SCS) and Leisure Involvement Scale (LIS) used in the study were approved by the ethical committee of KMU with the decision number 04-2022/88. The population of the research comprises Necmettin Erbakan University (NEU) and Karamanoğlu Mehmetbey University (KMU) Departments of Recreation Management. The interviews with these universities revealed that 425 students enrolled in the Department of Recreation Management at NEU and 99 students in the Department of Recreation Management at KMU. In a population of 524 students, 222 students were found to represent the relevant universe at the 95% confidence interval and 5% margin of error for the sample group.

Data Collection

Designed by the researchers, the participant form, SCS, and LIS were used as data collection tools in the study. The participant form includes questions about gender, age, grade, perceived social wellbeing, difficulty with leisure assessment, and the adequacy of weekly leisure.

The SCS was originally developed by Lee and Robbins (1995). Duru (2007) translated the scale into Turkish by ensuring its reliability and validity. The SCS is a 6-point Likert scale ranging from 1 (Strongly agree) to 6 (Strongly disagree). The scale consists of eight items and has no sub-dimensions. The internal consistency coefficient was found to be $\alpha = .90$ in the translated version and $\alpha = .92$ in our study.

The LIS was developed by Kyle et al. (2007) and translated to Turkish by Gürbüz et al. (2018). The scale comprises 15 items and has five sub-dimensions: Attraction (Items 1-2-3), centrality (Items 4-5-6), social bonding (Items 7-8-9), identity expression (Items 10-11-12), and identity affirmation (Items 13-14-15). Participants respond to the 5-point Likert-type scale as 1 (Strongly disagree), 5 (Strongly agree). Gürbüz et al. (2018) computed the Cronbach's alpha coefficient of the related scale between 0.58 (identity expression) and 0.80 (attraction). It ranged between 0.73 (social bonding) and 0.88 (centrality) in our study.

Data Analysis

The responses to the participant form and related scales were obtained from the students of NEU and KMU between 01.03.2022 - 20.03.2022 via Google Forms. Within the scope of the research, 279 students were reached. Multiple codings were done by 16 students and hence excluded. The data from the remaining 263 students were analyzed through SPSS 23.0 program. During the analysis process, homogeneity results were considered to determine which tests to perform. Hair et al., (2013) state that the skewness and kurtosis test results between ± 1 are reliable indicators for parametric tests. The results indicated normal distribution of the data.

Table 1. Skewness and kurtosis test results

Scale and Sub-dimensions		Statistic	SD
SCS	Skewness	-0.600	0.150
	Kurtosis	-0.28	0.299
LIS Attraction	Skewness	-0.457	0.150
	Kurtosis	-0.401	0.299
LIS Centrality	Skewness	-0.508	0.150
	Kurtosis	0.080	0.299
LIS Social Bonding	Skewness	-0.773	0.150
	Kurtosis	0.346	0.299
LIS Identity Expression	Skewness	-0.688	0.150
	Kurtosis	0.423	0.299
LIS Identity Affirmation	Skewness	-0.655	0.150
	Kurtosis	0.260	0.299

Consequently, a t-test was performed for gender difference, and a one-way analysis of variance (ANOVA) test was conducted for the differences in relation to age, grade, perceived social wellbeing, difficulty with leisure assessment, and adequacy of weekly leisure. After ensuring the homogeneity assumption (Skewness-Kurtosis) a Pearson correlation analysis was performed to determine the relationship between the scales.

RESULTS

Table 2. Demographic information of the participants

Variables	Groups	n	%
Gender	Woman	138	52.5
	Man	125	47.5
Age	17-20	92	35.0
	21-25	122	46.4
	26 and above	49	18.6
Class	1 st class	91	34.6
	2 st class	81	30.8
	3 st class	72	27.4
	4 st class	19	7.2
Perceived Level of Social Wellbeing	Bad	39	14.8
	Normal	184	70
	Good	40	15.2
Difficulty with Leisure Assessment	Always	23	8.7
	Sometimes	181	68.8
	Never	59	22.4
	Absolutely insufficient	15	5.7
Adequacy of Weekly Leisure	Inadequate	32	12.2
	Normal	117	44.5
	Adequate	70	26.6
	Absolutely Adequate	29	11.0

When Table 2 is examined, the undergraduate students examined within the scope of the study consisted mainly of first- (34.6%) and second-year (30.8 %) female (52.5%) students aged 21-25. The perceived level of social wellbeing was mostly rated as normal (70%), and the difficulty with leisure assessment was largely responded as sometimes (68.8%). Additionally, the weekly leisure that individuals had was predominantly rated as normal (44.5%).

Table 3. Genderwise examination of the difference between the scale scores of the participants

SCS	Gender	n	\bar{x}	ss	t	f	p
SCS	Female	138	4.65	0.08	1.36	1.74	.173
	Male	125	4.47	0.11			
LIS	Gender	n	\bar{x}	ss	t	f	p
Attraction	Female	138	3.67	1.01	0.69	.099	.754
	Male	125	3.58	0.97			
Centrality	Female	138	3.77	0.87	1.70	.366	.546
	Male	125	3.59	0.82			
Social Bonding	Female	138	3.86	0.95	1.28	.129	.720
	Male	125	3.71	0.89			
Identity Expression	Female	138	3.85	0.89	2.08	.018	.892
	Male	125	3.63	0.87			
Identity Affirmation	Female	138	3.85	0.88	1.88	.000	.994
	Male	125	3.65	0.89			

When Table 3 is examined, the independent samples t-test revealed no statistically significant difference between gender and social connectedness, LIS attraction, centrality, social bonding, identity expression and identity affirmation ($p>0.05$).

Table 4. Age-wise examination of the difference between the scale scores of the participants

	Age	n	\bar{x}	ss	df	f	p
SCS	17-20	92	4.56	0.96	2-261	2.11	.122
	21-25	122	4.47	1.16			
	26 and above	49	4.84	1.01			
LIS							
Attraction	17-20	92	3.59	0.92	2-261	.118	.889
	21-25	122	3.65	1.07			
	26 and above	49	3.63	0.93			
Centrality	17-20	92	3.63	0.74	2-261	.332	.718
	21-25	122	3.70	0.96			
	26 and above	49	3.75	0.77			
Social Bonding	17-20	92	3.79	0.76	2-261	.146	.864
	21-25	122	3.76	1.04			
	26 and above	49	3.84	0.88			
Identity Expression	17-20	92	3.71	0.76	2-261	.122	.885
	21-25	122	3.77	0.99			
	26 and above	49	3.73	0.83			
Identity Affirmation	17-20	92	3.76	0.75	2-261	.023	.977
	21-25	122	3.74	1.01			
	26 and above	49	3.77	0.82			

According to the results of the one-way ANOVA test given in Table 4, there was no statistically significant difference between age and the SCS, LIS attraction, centrality, social bonding, identity expression and identity affirmation ($p>0.05$).

Table 5. Grade-wise examination of the difference between the scale scores of the participants

	Grade	n	\bar{x}	ss	df	f	p
SCS	1 st grade	91	4.63	1.04	3-260	.62	.603
	2 st grade	81	4.62	1.02			
	3 st grade	72	4.42	1.17			
	4 st grade	19	4.59	1.12			
LIS							
Attraction	1 st grade	91	3.43	1.01	3-260	1.88	.132
	2 st grade	81	3.74	1.01			
	3 st grade	72	3.73	0.94			
	4 st grade	19	3.68	0.88			
Centrality	1 st grade	91	3.55	0.80	3-260	2.15	.093
	2 st grade	81	3.84	0.83			
	3 st grade	72	3.63	0.95			
	4 st grade	19	3.89	0.73			
Social Bonding	1 st grade	91	3.68	0.84	3-260	2.32	.076
	2 st grade	81	3.92	0.92			
	3 st grade	72	3.68	1.05			
	4 st grade	19	4.14	0.63			
Identity Expression	1 st grade	91	3.60	0.90	3-260	1.72	.161
	2 st grade	81	3.84	0.90			
	3 st grade	72	3.75	0.86			
	4 st grade	19	4.00	0.79			
Identity Affirmation	1 st grade	91	3.63	0.86	3-260	1.38	.250
	2 st grade	81	3.88	0.89			
	3 st grade	72	3.72	0.92			
	4 st grade	19	3.89	0.82			

When Table 5 is examined, One-way ANOVA test results demonstrated that there were no significant differences between age and the SCS, LIS attraction, centrality, social bonding, identity expression, and identity affirmation ($p>0.05$).

Table 6. Examination of the difference between the participants' perceived social wellbeing levels and scale scores

	Perceived Income	n	\bar{x}	ss	df	f	p	Significant difference
SCS	(1) Bad	39	4.03	1.33	2-260	7.00	.001	3>2>1
	(2) Normal	184	4.62	1.00				
	(3) Good	40	4.86	0.96				
LIS	Perceived Income	n	\bar{x}	ss	df	f	p	Significant difference
Attraction	(1) Bad	39	3.15	0.98	2-260	5.65	.004	2>1
	(2) Normal	184	3.72	0.95				
	(3) Good	40	3.67	1.05				
Centrality	(1) Bad	39	3.32	0.83	2-260	4.60	.011	3>2>1
	(2) Normal	184	3.73	0.82				
	(3) Good	40	3.83	0.95				
Social Bonding	(1) Bad	39	3.40	1.05	2-260	4.59	.011	3>2>1
	(2) Normal	184	3.82	0.87				
	(3) Good	40	3.98	0.95				
Identity Expression	(1) Bad	39	3.42	0.98	2-260	3.43	.034	-
	(2) Normal	184	3.78	0.85				
	(3) Good	40	3.89	0.88				
Identity Affirmation	(1) Bad	39	3.56	0.95	2-260	1.86	.167	-
	(2) Normal	184	3.75	0.89				
	(3) Good	40	3.94	0.79				

Anova Games Howell Post Hoc Test, $p>0,05$

According to the results of the analysis given in Table 6, the one-way ANOVA test indicated a significant difference between the SCS and LIS attraction, centrality, and social bonding ($p<0.05$). The ANOVA Games-Howell post-hoc revealed statistical significance between the following groups: good, normal, and bad in social connectedness; normal and bad in attraction; good, normal, and bad in centrality; and good, normal and bad in social bonding.

Table 7. Examination of the difference between participants' difficulty with leisure assessment and scale scores

	Difficulty with Leisure Assessment	n	\bar{x}	ss	df	f	p
SCS	Always	23	4.17	1,13	2-260	1,79	.169
	Sometimes	181	4.59	1,07			
	Never	59	4.65	1,03			
LIS	Difficulty with Leisure Assessment	n	\bar{x}	ss	df	f	p
Attraction	Always	23	3.28	1,26	2-260	2,23	.109
	Sometimes	181	3.62	0,98			
	Never	59	3.79	0,88			
Centrality	Always	23	3.43	1,03	2-260	1,56	.212
	Sometimes	181	3.68	0,81			
	Never	59	3.80	0,89			
Social Bonding	Always	23	3.59	1,03	2-260	2,03	.133
	Sometimes	181	3.75	0,90			
	Never	59	3.98	0,93			
Identity Expression	Always	23	3.54	0,95	2-260	1,45	.236
	Sometimes	181	3.73	0,88			
	Never	59	3.89	0,88			
Identity Affirmation	Always	23	3.59	0,93	2-260	1,25	.288
	Sometimes	181	3.73	0,87			
	Never	59	3.90	0,92			

When Table 7 is examined, no significant differences were found between the difficulty with leisure assessment and the SCS, LIS attraction, centrality, social bonding, identity expression, and identity affirmation as a result of the one-way ANOVA test ($p>0.05$).

Table 8. Examination of the difference between the adequacy of weekly leisure and the scale scores

	Adequacy of Weekly Duration	n	\bar{x}	ss	df	f	p	Statistical Significance
SCS	(1) Absolutely adequate	15	4.55	1.12	4-259	2.75	.028	4>2
	(2) Inadequate	32	4.17	1.07				
	(3) Normal	117	4.51	1.10				
	(4) Adequate	70	4.88	0.83				
	(5) Absolutely adequate	29	4.53	1.29				
LIS	Adequacy of Weekly Duration	n	\bar{x}	ss	df	f	p	Statistical Significance
Attraction	(1) Absolutely adequate	15	3.16	1.09	4-259	2.72	.024	-
	(2) Inadequate	32	3.23	0.91				
	(3) Normal	117	3.67	0.90				
	(4) Adequate	70	3.80	1.07				
	(5) Absolutely adequate	29	3.71	1.04				
Centrality	(1) Absolutely adequate	15	3.47	0.90	4-259	1.06	.213	-
	(2) Inadequate	32	3.46	0.77				
	(3) Normal	117	3.66	0.85				
	(4) Adequate	70	3.80	0.84				
	(5) Absolutely adequate	29	3.85	0.94				
Social Bonding	(1) Absolutely adequate	15	3.78	0.95	4-259	1.60	.107	-
	(2) Inadequate	32	3.59	0.75				
	(3) Normal	117	3.70	0.91				
	(4) Adequate	70	3.87	0.97				
	(5) Absolutely adequate	29	4.15	0.92				
Identity Expression	(1) Absolutely adequate	15	3.73	0.99	4-259	1.33	.144	-
	(2) Inadequate	32	3.45	0.85				
	(3) Normal	117	3.71	0.83				
	(4) Adequate	70	3.92	0.91				
	(5) Absolutely adequate	29	3.80	0.97				
Identity Affirmation	(1) Absolutely adequate	15	3.69	0.83	4-259	1.54	.095	-
	(2) Inadequate	32	3.51	0.86				
	(3) Normal	117	3.67	0.87				
	(4) Adequate	70	3.91	0.85				
	(5) Absolutely adequate	29	4.00	1.00				

Anova Post-hoc Games Howel Test, $p>0.05$

According to the results of the analysis given in Table 8, One-way ANOVA test demonstrated that there was a significant difference between the SCS, and the LIS attraction. The post-hoc test revealed a significant difference between the groups of inadequate and adequate within the scope of SCS. Despite the significant difference in the LIS attraction, the post hoc test proved otherwise ($p<0.05$).

Table 9. Correlation table on social connectedness and leisure involvement

	n	\bar{x}	ss	1	2	3	4	5	6
1. SCS		4.56	1.07	-	.00**	.00**	.00**	.00**	.00**
2. LIS Attraction		3.62	.98	.00**	-	.00**	.00**	.00**	.00**
3. LIS Centrality		3.68	.85	.00**	.00**	-	.00**	.00**	.00**
4. LIS Social Bonding	263	3.78	.92	.00**	.00**	.00**	-	.00**	.00**
5. LIS Identity Expression		3.74	.88	.00**	.00**	.00**	.00**	-	.00**
6. LIS Identity Affirmation		3.75	.88	.00**	.00**	.00**	.00**	.00**	-

Pearson correlation Test, **p<.01

In Table 9, when the results of the Pearson correlation test indicated a significant and positive relationship between attraction ($r = .306$, $p < .001$), centrality ($r = .326$, $p < .001$), social bonding ($r = .353$, $p < .001$), identity expression ($r = .321$, $p < .001$), and identity affirmation. As a result, a positive and significant relationship was found between the two scales.

DISCUSSION

This study examined whether the subdimensions of leisure involvement and social connectedness of undergraduate students differ according to gender, perceived social wellbeing, and adequacy of weekly leisure. The study found no significant difference between gender and the subdimensions of SCS and LIS ($p > 0.05$). This finding concurs with that of Kara et al. (2018), who examined the social connectedness levels of physical education teacher candidates. Similarly, Kapıkıran and Kapıkıran (2008) declared that social connectedness did not differ according to gender. However, Saka (2019) found that the social connectedness levels of the participants differed significantly according to gender, with social commitment levels lower in male participants than in females. Concerning the studies on leisure involvement, Gürbüz et al., (2019) revealed that the average scores of males were higher than women in their research on individuals participating in adventure recreation. Likewise, Pala and Kolayış (2016) reported a statistically significant difference between gender and leisure preferences of physical education and sports teachers.

Our study found a statistically significant difference between the participants' perceptions of social wellbeing and the subdimensions of the relevant scales ($p < 0.05$). It was found that this difference was between the group that perceived the social wellbeing level as good for social connectedness and the groups that perceived it as normal and bad. Additionally, there were significant differences between normal and bad in the attractiveness subdimension; good, normal and bad in the centrality subdimension; and good, normal, and bad in the social bonding subdimension. In this sense, it might be inferred that the social connectedness levels of individuals with increased wellbeing might also change positively. In his research conducted with social media users who use smart devices and have accounts on social networking sites, Karaş (2019) found that the social connectedness levels of the participants with income levels between 2000-4000 TL were significantly higher than those with income levels of 2000 TL or

less. Contrary to our research findings, Kara et al., (2018) found that the social connectedness levels of the participants did not differ significantly according to their financial status. Also, Saka (2019) found that the social connectedness of the participants did not show a significant difference according to their perceived family incomes. About the studies on leisure involvement, Soyer (2020) discovered that the monthly personal income of the participants and their leisure involvement had a statistically negative significant relationship in the identity expression subdimension. Equally, Yetim (2014), in his study on members of fitness centers, found a significant difference in leisure involvement levels according to the monthly incomes. However, Güldür (2020) reported in his study that leisure involvement did not differ significantly according to the monthly incomes.

As for the adequacy of weekly leisure, a significant difference was found between sufficient and insufficient groups in the social connectedness and the LIS attraction subdimension ($p < 0.05$). It is understood that participants will participate more in leisure activities if their weekly leisure time is adequate. In his research on leisure involvement of university students and the working staff, Seviç (2019) concluded that the differences in attractiveness and centrality scores in the LIS subdimensions were statistically significant according to the involvement in weekly leisure activities. There are researches that show and support that the frequency of involvement in these activities increases with a growth in involvement levels. (Wiley et al., 2000; Yetim, 2014).

As a result of this study, which was performed to analyze university students' levels of involvement in their leisure time and social commitment in the context of many factors, the recommendations that are believed to contribute to the associated literature are offered below;

- University students' participation in leisure activities, as well as their degree of interest and social commitment, can all be increased by broadening the variety of leisure activities available to them.
- When university students view their level of welfare favorably, they participate in various amounts of leisure time and social engagement. According to this theory, raising people's economic income levels will encourage them to engage in leisure activities and have a good impact on their social commitment levels.
- It is assumed that university students will participate in more leisure activities if they have ample spare time each week. It is anticipated that as students' levels of interest and social commitment increase, so will their regular participation in these activities.
- Applying this research to students enrolled in several universities will allow for comparison.

CONCLUSION

Furthermore, the correlation analysis in our study found a significant positive relationship between social connectedness and the subdimensions of leisure involvement. This relationship implies the impact of leisure involvement on social connectedness. It also suggests that the assessment of leisure involvement with typical leisure activities might positively affect social connectedness.

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Authors' Contribution: Study design; YE, AÇ –Data collection; MD –Statistical analysis; HSA –Manuscript Preparation; AÇ, YE

Information on Ethics Committee Permission

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